

Blanton Elementary School

6400 54TH AVE N, St Petersburg, FL 33709

<http://www.blanton-es.pinellas.k12.fl.us>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

54%

Alternative/ESE Center

No

Charter School

No

Minority

46%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	29
Appendix 1: Implementation Timeline	57
Appendix 2: Professional Development and Technical Assistance Outlines	68
Professional Development Opportunities	69
Technical Assistance Items	81
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Blanton Elementary School is to inspire lifelong learning and to provide opportunities for students to gain knowledge, skills and develop character for success in our changing world. We believe that all students can learn, achieve learning gains, make good choices and act responsibly.

Provide the school's vision statement

Aligned to Pinellas County Schools' District Vision of 100% Student Success, Blanton's vision is to provide a learning environment that will enable each child to reach his or her fullest potential.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process that Blanton utilizes to learn about their students' cultures and builds relationships between teachers begins with the parents/guardians completion of the Parent / Student / Teacher Title I Compact and the Home Survey Document. Additionally, Classroom teachers have both parents and students complete informational documents specifically pertaining to each student. Blanton's Multicultural Program provides students an opportunity to learn about each other's cultures providing them the opportunity to learn about each other individually. Our "High Five" Mentor Program is also part of the process that enables school relationships to be fostered between teachers and students. Teachers mentor students throughout the school year meeting regularly to provide support and motivation for attendance and academic success.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Blanton Elementary creates an environment where students feel safe and respected before, during and after school through our programs of good character and anti-bullying.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Blanton Elementary uses a proactive and positive approach to classroom management through its school-wide behavioral system. The "Clip-It" system aligns to the CHAMPS system endorsed by Safe and Civil Schools, but with additional color-coded steps by which students may "clip-up or down" based on student choices. This system incorporates a Universal signal and is further reinforced using Class Dojo as a motivational tool and system for electronically providing parents with live updates throughout the school day. This program helps to minimize distractions and increase overall engagement and compliance with school wide expectations, as well as serving as a basis for implementing the school based reward system.

Using Class Dojo provides members of the SBLT with live behavioral data and monthly graphs that serve as documentation of Tier I, Tier II and Tier III intervention data, with a focus on the proactive STOIC components of Structure/Organize, Teach, Observe, Interact positively, and Correct, which is

a CHAMPS research-based strategy published by Pacific Northwest Publishing. These programs are further supported with a Bucket filling program which promotes random acts of kindness, also known as "Dolphin Deeds of Kindness." This Bucket filling program is implemented under the leadership of our PMAC Staff sponsors and student ambassadors.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

A fulltime school Guidance Counselor is on staff at Blanton Elementary. The counselor provides monthly Guidance lessons linked to appropriate social skills and conflict resolution strategies to meet the social-emotional needs of all students. Groups are established at the beginning of the year through parent and teacher recommendation. Additionally, students demonstrating a need academically and/or behaviorally are provided with an adult staff mentor who meets with the student each morning and afternoon in our "High Five," Check-In-Check-Out Program.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning indicators used in Blanton's early warning system include attendance below 90%, regardless of whether the absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or Mathematics; deficient and substantially deficient performance on Florida State Assessment in Reading and Pinellas County School Common Assessments, as well as a students' performance of less than proficient on statewide assessments.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	8	6	4	4	4	32
One or more suspensions	7	24	21	23	6	5	86
Course failure in ELA or Math	0	0	0	14	1	2	17
Level 1 on statewide assessment	0	0	0	42	18	23	83

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	28	15	22	65

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies that are employed by the school to improve the academic performance of students identified by the early warning system begin with our extended school day in which differentiated interventions are provided to meet the needs of all students. Another new strategy

implemented during the 2015-2016 school year are the AVID success structures, led by our site-based facilitators. As a first year AVID elementary, we are implementing schoolwide use of AVID Success binders and color-coded journals at all grade levels. These journals are linked to the academic areas of Reading, Writing, Math, Science and "Character Counts."

Students identified by the early warning system receive additional support through our guidance department, social services and the Child Study Team, as well as by participating in the Title I, Connect to Success Laptop Program (availability of computers for use at home) and Promise Time (an extended learning program) Tutoring. Both initiatives provide academic support "Beyond the Classroom." These targeted S.T.E.P. (Students Targeted for Educational Performance) students are comprised of minority students who maintain a cumulative 2.5 or higher GPA and FSA scores that fall within level 3 in reading and /or math. As an additional intervention strategy employed by Blanton for the students targeted by the S.T.E.P. program, a school-based supportive structure is implemented for these minority students in order to optimize academic achievement through encouragement, support, and guidance. Our S.T.E.P. Program is a preventive strategy utilized to reduce students with early warning indicators. S.T.E.P. students meet regularly with the Guidance Counselor for monthly "team" meetings and work side-by-side with our PMAC Ambassadors as school role models who put on plays and conduct service projects that model the Character Traits and Bucketfilling actions. The goal is to create a supportive bond between the students, under the supportive leadership of our school counselor, and create a stronger community of learners working towards success in a safe environment.

Award ceremonies that occur with each grading period, provide students the opportunity to earn recognition for perfect attendance, as well as academic and behavioral achievement celebrated with staff and parents.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Blanton Elementary works at building a positive relationship with families to increase involvement, including efforts to communicate the school's mission and vision, and keeping parents involved through our School Website, Monthly Newsletters, Connect Ed phone calls and other frequent means of communication. Our Title I Survey is provided yearly to our parents for valuable feedback on Title I services. Our AdvancedED survey data and the accreditation process, along with our Title I Survey data contributes to our decisions and will continue to do so with our spring administration of it with our Title I survey. Blanton Elementary currently has 30% of the parent population involved in their student's activities.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Family and Community Liaison begins the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the

school and student achievement. This individual contacts area businesses to sponsor and support the school and students, secure volunteers and encourage student mentoring.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Maggio, Cheryl Ann	Principal
Maiorana, Michele	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Cheryl A. Maggio, Principal / Michele Maiorana, Assistant Principal - Provides instructional leadership in regard to standards based curriculum and effective instructional best practices. An additional responsibility is to provide a common vision for the use of data-based decision-making and ensures that the school-based team is implementing the Rtl process accordingly.

Shirley A. Carson, MTSS Coach and Curriculum Specialist - Participates in student data collection, and collaborates with general education teachers, ESE and ESOL teachers and Title I Interventionists, about the appropriate interventions available at the school site. She assists teachers in communicating the type and frequency of instruction and interventions provided to students through data chats, PLCs and parent/teacher/student conferences. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. She provides guidance on K-5 math and science plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Debbie Holland, Guidance Counselor/Rtl Coordinator - Ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities. Janelle Willett, School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Melissa Watson, Social Worker - Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, Blanton's social worker continues to link child serving and community agencies to the

school and families to support the child's academic, emotional, behavioral, and social success. "Pac-a-Sac" and "Blessings in a Backpack" are examples of additional service and support provided through our Social Worker.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Data-based problem solving for the implementation and monitoring of the SIP and MTSS structures begins in grade-level Professional Learning Communities. Current classroom data is reviewed to address the effectiveness of the core instruction. Additionally, review of the data allows each teacher to ascertain the Tiered level of each student. A need for additional support is documented on the Professional Learning Communities form which is provided to the School-based Leadership team members and serves as a first alert.

The role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan is to assess the alignment of school practices in implementing student acceleration and performance in meeting grade level expectations. Data is reviewed and analyzed and an action plan is put in place for students not academically or behaviorally performing successfully. The Team helps set clear expectations for instruction keeping in mind the need for rigor, relevance, and relationship in all teaching.

Title I, Part A funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for highest student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. District Title I staff monitor expenditures of Title I, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Credit recovery through mobile labs and the NovaNet program is a critical support provided for students.

Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities and bonuses for high need schools.

Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide

services to homeless students (social workers, a resource teacher, tutoring, and technology). SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs. Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Blanton coordinates with staff from different preschool programs to prepare students for a successful start to school. A portion of the Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy. Blanton's 3 year old classroom cross articulates with our 4 year old classroom teacher, as well as Kindergarten teachers to coordinate transition programs for students entering the regular public school program. Activities may include: coordinated meetings with parents, VPK teachers and the kindergarten teachers to discuss the specific learning needs of students, joint parent meetings to discuss transitioning, etc.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisette Lopez	Parent
Cheryl A. Maggio	Principal
Shirley A. Carson	Teacher
Hieu Nguyen	Teacher
Bao Hoang	Parent
Chernika Wilkerson	Parent
Daniel Ricottilli	Parent
Kelli Johnson	Parent
Monica Reynolds	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Blanton's SAC's involvement in the evaluation of last year's school improvement plan was provided through review, input and suggestions for any needed changes and or supports. The School Advisory Council culminates its review by a final vote of approval/disapproval of the School Improvement Plan.

Development of this school improvement plan

Blanton Elementary School believes in involving parents in all aspects of its programs. The School Advisory Council has the responsibility for developing, implementing, and evaluating the various school level plans including the School Improvement Plan (SIP) and the Parent Involvement Plan (PIP). More than 50 percent of the members of the SAC are parents (non-employee) representatives. In addition, all parents are given the opportunity to review this plan and offer their input prior to approval.

Preparation of the school's annual budget and plan

Blanton Elementary's annual budget and plan is completed with alignment of Pinellas County Schools, the SAC membership and the staff of the school. Blanton's School Advisory Council reviews and approves all line expenditures of the school's annual budget.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of school improvement funds in the amount of \$2,370.00 will be spent on instructional materials and staff development to further the goals of higher student achievement for Blanton Elementary School.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Maggio, Cheryl Ann	Principal
Maiorana, Michele	Assistant Principal
Carson, Shirley	Other
Harris, Richard Jay	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT this year will be to increase student proficiency in reading as measured by the FSA to include students achieving proficiency, as well as overall learning gains in reading.

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Florida State Standards for Literacy in Social Studies, Science, and Technical Subjects

Additionally this year, we will promote student reading through our purchase of Florida Studies Weekly, Avid Weekly, SRI's Reading Counts, Istation, IReady and the Leveled Literacy Intervention Program, Repeated Readings, Nemours BrightStart and use of Jan Richardson's Guided Reading. The Marzano Instructional Framework incorporates "High Yield Strategies" that are embedded in Jan Richardson's Guided Reading Routine. Literacy is also promoted through implementation of AVID strategies by team members.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Blanton's teachers are provided a weekly collaborative planning time within their instructional day to promote a positive working relationship between teachers. As teachers collaboratively plan instruction, goals are set and Marzano scales are developed to support student learning in attaining proficiency in

meeting the Florida Standards. Full-time embedded Reading and Math coaches support a positive working relationship. This is further supported through Professional Learning Communities and Data Chats. Student data is analyzed to differentiate student learning towards meeting expectations. Marzano's Instructional Framework, utilized by all classroom teachers supports a positive working relationship between teachers and students with each partnering in student learning and achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Pinellas County School District has a procedure in place which assures that all schools recruit and retain high-quality, highly qualified teachers. Only those that hold an elementary education degree from an accredited university are eligible to teach in our district's elementary schools. Pinellas County has an aggressive recruitment initiative in other states. The district requires that all instructional personnel complete an application, be fingerprinted and have a college transcript sent to the county's personnel office. After all documents have been reviewed, qualified applicants are placed on our district website. Principals may then choose to interview teachers from this list.

All teachers and administrators utilize the Deliberate Practice Plan to identify needed training and support. They are also involved in classroom observations with administrative feedback. All teachers are required to participate in a Collaborative Planning and PLCs (Professional Learning Communities) weekly, where they are involved in discussing best practices, student needs, and assessment data. Professional Development Tuesdays provide support and allows for growth in our teachers. At Blanton Elementary, the Leadership Team and the Pinellas County School District provides support for teachers' ongoing training.

All of Blanton's teachers meet the highly qualified requirements and are assigned to the areas in which they are certified to teach.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teacher Mentors have received training through Pinellas County Schools on how to successfully mentor new teachers. Mentor training is continued throughout the school year to foster support and opportunities to collaborate with other mentors. Blanton Elementary has created a new teacher support program called "Lifeguards". Participants meet monthly to review experiences and preview what lies ahead for the new teacher. Planned mentoring activities include but are not limited to observation of mentee's instruction and providing feedback; collaboratively planning lessons; connecting lesson activities to content standards; discussing student progress and analyzing student work; modeling and co-teaching lessons. Teacher mentors are paired with their mentees based on their experience as a teacher, as well as their experience with the grade level content.

Kelly Roth, Nicole Sackett, Hieu Nguyen, Meghan Stevens, Angel Connell, Amy Eslick, Barbie Paetzold, Kathy Hehn, Lauren Hangen, teachers at Blanton Elementary School have been paired with our new primary and intermediate teachers accordingly. They bring their classroom experience and mentor training to support our newest teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Blanton Elementary School ensures its core instructional programs and materials are aligned to Florida standards by following the District modules provided to all teachers for English Language Arts,

Writing, Math and Science. During collaborative planning time, teachers develop goals and scales utilizing Marzano's Instructional Framework to meet instructional needs for student mastery of the Florida Standards. Leadership reviews teacher lesson plans which are uploaded weekly to the school server and accessible through Planbook.com and are visibly available in classrooms for walkthrough progress to ensure that the modules, goals and scales and therefore, the Florida Standards are embedded in the lesson plans. Observations and frequent walkthroughs also support the alignment of Florida's standards through the core instructional program.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Blanton Elementary uses data to provide and differentiate instruction to meet the diverse needs of their students. Data is analyzed through Professional Learning Communities, Collaborative Planning and data chats. Data is analyzed to determine the specific areas of deficit and then as a result of what that data indicates is an area of deficit, interventions are provided to support the student. As an example, if a student's item analysis of assessments indicates a deficit in phonemic awareness, phonics, fluency and or comprehension, researched based programs are implemented in the area designated as deficit.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

The strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum is by extending the school day by thirty (30) minutes. During this time teachers and interventionists provide differentiated instruction to close the skill gap and address the specific needs of all students.

Strategy Rationale

Blanton Elementary believes that by providing an extended learning strategy to their students that are matched to the student's needs that student achievement will increase.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Maggio, Cheryl Ann, maggioc@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Pre and Post data is collected and analyzed to determine the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 3,000

The strategy the school uses to increase the amount and quality of learning time, as well as to enrich and accelerate the curriculum by providing after school tutoring, "Promise Time, " a minimum of two times weekly for 60 minutes each, thereby providing an additional 60 minutes of reading and 60 minutes of math support beyond the school day. To further support extension for student learning, we presently offer our parents and students the District's Connect to Success Program for web-based online learning at home. Additionally, STEM Academies, a 26 week program that promotes Science, Technology, Engineering, and Math allows for enrichment. STEM exposes students to rigorous science, technology, engineering and math curriculum, while developing a pathway to a future STEM related career. As an AVID Elementary school, STEM provides meaningful experiences that develops leadership skills, while communities of students invest in science based learning using communication and collaboration in an environment of inquiry. This environment of inquiry supports creativity, inventing and innovation in response to real world problems. The students are also provided hands-on STEM investigation that explore careers in STEM, improve teambuilding and leadership skills, an opportunity to learn about business planning, and interaction with community business partners outside of the school day. As a STEM Coordinator, our fifth grade teacher who also serves as a Team Leader, shares her knowledge through Collaborative Planning of Science, Math and even ELA reading and writing.

Strategy Rationale

Blanton Elementary believes that by providing an after school program strategy to their students that are matched to the student's needs that student achievement will increase.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Carson, Shirley, carsonsh@pcsb.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Learning gain data collected at the end of the program, as a result of Pinellas County Schools and State Assessments, will determine the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten Teachers alongside school administrators and coaches, hold an orientation for incoming students and their parents prior to the beginning of the school year. It begins in the winter months with the Kindergarten Round-up and a more detailed informational transition night in the spring. Readiness skills are emphasized and good choices for academic and social characteristics are presented. Welcome Packets, in addition to other resource books and materials are available, along with pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with

homework, students with disabilities and what to expect at a parent teacher conference. Our Fifth grade students participate in Blanton's Mock Middle School week to prepare for transitioning to Middle School. This activity allows our fifth grade students the opportunity to experience following a schedule, changing classes and receiving instruction related to the use of combination locks. This further introduces our fifth grade students to teacher changes, as well as varied teaching styles for each academic and elective area. This site-based experience is in addition to informational visits received from feeder Middle Schools.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Blanton Elementary will work toward Bronze Level recognition with the Alliance for a Healthier Generation.
- G2.** Blanton Elementary will increase Reading scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in English Language Arts (ELA).
- G3.** Blanton Elementary will increase Mathematic scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in Mathematics.
- G4.** Blanton Elementary will increase Science scores to 75% of students achieving a proficiency level of 3 and above on the 2016 Florida Comprehensive Assessment Test (FCAT) 2.0.
- G5.** Blanton Elementary School will close the achievement gap between Black and Non-Black students to meet or exceed 75% proficiency as measured by the 2016 Florida Standards Assessment (FSA) ELA / Reading Assessment.
- G6.** Blanton Elementary School will close the achievement gap between Black and Non-Black students to meet or exceed 75% proficiency as measured by the 2016 Florida Standards Assessment (FSA) for Mathematics.
- G7.** Blanton Elementary School will reduce the number and percent of discipline incidents for each student subgroup by 10%.
- G8.** Blanton Elementary School will increase parent involvement by 10% representing 50% of our parent population.
- G9.** Blanton Elementary School will increase writing scores to 75% of students achieving a proficiency level on the 2016 Florida State Assessment (FSA) in Writing.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Blanton Elementary will work toward Bronze Level recognition with the Alliance for a Healthier Generation. **1a**

G062670

Targets Supported **1b**

Indicator	Annual Target
Instructional Minutes	66.0

Resources Available to Support the Goal **2**

- Resources are contacts at other elementary schools in the district that have successfully implemented Recess into the school day. The Healthy Schools Team Members will meet with individuals from these schools to brainstorm ideas to implement Recess into Blanton's schedule.
- Healthy Schools Team members will meet with Administration to determine if there are funds available for a Recess Monitor or to brainstorm ideas to utilize current school employees to assist in monitoring Recess.

Targeted Barriers to Achieving the Goal **3**

- A barrier that Blanton Elementary might experience in achieving the goal would be the difficulty in finding time during the school day to implement recess for 20 minutes each day.

Plan to Monitor Progress Toward G1. **8**

Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Assessment Modules

Person Responsible

Michele Maiorana

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

HSP Assessment data from the HSP Assessment Modules will be collected and analyzed to determine progress towards meeting the set goal.

G2. Blanton Elementary will increase Reading scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in English Language Arts (ELA). 1a

G060174

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
ELA/Reading Gains	65.0
FAA Reading Proficiency	95.0
FSA - English Language Arts - Proficiency Rate	75.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Resources that are available to support the goal is Blanton's SBLT, the Literacy Team, a Curriculum Specialist and Rtl Coach, a District embedded Reading Coach, Title I Hourly Teachers and the Child Study Team. Additional resources are researched based core curriculum strategies and interventions to include Istation, iReady, Scholastic Reading Counts and Voyager's Ticket to Read. Blanton Elementary Schools' teachers through their Collaborative Planning, PLCs and utilization of Marzano's Instructional Framework are additional supports and resources that partner the student and teacher.

Targeted Barriers to Achieving the Goal 3

- A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.
- A barrier that could prevent Blanton Elementary students from achieving their goal is the lack of available time in the school day to provide sufficient remediation for a student's area of deficit.

Plan to Monitor Progress Toward G2. 8

Progress Monitoring will occur every two weeks and/or weekly to determine the effectiveness of the implemented intervention. DIBELS Next assessments will be administered to measure the effectiveness of the intervention.

Person Responsible

Shirley Carson

Schedule

Weekly, from 8/24/2015 to 6/7/2016

Evidence of Completion

Implementation of weekly and or every other week assessments will be used to measure the effectiveness of the intervention. The type of assessment will be determined by the intervention implemented. As an example, if an intervention is used that will increase a student's reading fluency; an oral reading fluency probe will be administered and graphed to determine the progress occurring toward meeting the goal. The target will be set to proficiency at a student's grade level.

G3. Blanton Elementary will increase Mathematic scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in Mathematics. **1a**

G060175

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	74.0
FSA - Mathematics - Proficiency Rate	75.0

Resources Available to Support the Goal **2**

- Resources that are available to support the goal is Blanton's SBLT, Professional Learning Communities, a Curriculum Specialist and RtI Coach, a Math Coach and Title I Hourly Teachers. Additional resources are researched based core curriculum and interventions to include ST Math, Voyager's VMathLive, and Go Math's Soar to Success.

Targeted Barriers to Achieving the Goal **3**

- A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.
- A barrier that could prevent Blanton Elementary students from achieving their goal is insufficient instructional time during the school day.

Plan to Monitor Progress Toward G3. **8**

The data to be collected to monitor the effectiveness of this strategy will be Teacher generated Formative Assessments and reports generated from the use of ST Math, VMath Live, and Go Math's Soar to Success. Additionally, Pinellas County Schools' Common Assessments will be used throughout the year to determine progress toward the goal and/or targets.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence that will be collected and used to demonstrate the goal is being monitored and whether progress is being made toward the selected targets will be the data generated from Formative Assessments, activities completed on ST Math VMath Live, and Go Math's Soar to Success and Harcourt's Go Math Intensive Intervention Programs. Additionally, data from Pinellas County Schools' Common Assessments will also be used as collected evidence.

G4. Blanton Elementary will increase Science scores to 75% of students achieving a proficiency level of 3 and above on the 2016 Florida Comprehensive Assessment Test (FCAT) 2.0. **1a**

G060176

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0

Resources Available to Support the Goal **2**

- Resources that are available to support the goal is Blanton's SBLT, Professional Learning Communities, Collaborative Planning, a Curriculum Specialist and MTSS Coach, Title I Hourly Teachers and a District Embedded Science Coach. Additional resources are the fact that we are a Science Lab school and STEM Academy will be implemented with our students by our District embedded Science Coach.

Targeted Barriers to Achieving the Goal **3**

- A barrier that could prevent Blanton Elementary from achieving their goal is students entering their assigned grade level non-proficient in Science. The lack of proficiency may be associated with students not having retained previously learned instruction.

Plan to Monitor Progress Toward G4. **8**

The data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets will be the scores obtained by students on assessments administered to include achievement scores on completed slags.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence that will be collected and used to demonstrate the goal is being monitored and whether progress is being made toward the goal will be the assessment scores of students obtained through administered assessments.

G5. Blanton Elementary School will close the achievement gap between Black and Non-Black students to meet or exceed 75% proficiency as measured by the 2016 Florida Standards Assessment (FSA) ELA / Reading Assessment. 1a

G060177

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- Resources that are available to support the goal is Blanton's SBLT, the Literacy Team, Guidance Counselor, a Curriculum Specialist and MTSS Coach, and a District provided Reading Coach, Title I Hourly Teachers and support personnel. Additional resources are researched based core curriculum and interventions to include Marzano's Instructional Framework, Jan Richardson Guided Reading Routines, Repeated Readings, Leveled Literacy Intervention Program, Istation, FCAT Explorer and Scholastic's Reading Counts.

Targeted Barriers to Achieving the Goal 3

- A barrier that could prevent Blanton Elementary from closing the achievement between Black and non-black students to meet the Reading AMO 2016 target is students entering a current grade level below the appropriate proficiency level.
- A barrier that could prevent Blanton Elementary students from achieving their goal is frequent absences and tardies of a student causing them to lose learning time.
- A barrier that could prevent Blanton Elementary students from closing the achievement gap between Black and Non-Black students is a need for social skill lessons in our primary grades and teacher training on proactive and positive behavior management.

Plan to Monitor Progress Toward G5. 8

The data to be collected and reviewed throughout the year to determine progress toward the goal and targets will be the number of Office Referral incidents written.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence collected and used to demonstrate the goal is being monitored and whether progress is being made toward the selected targets will be a decline in office referrals from the current to the previous school year.

G6. Blanton Elementary School will close the achievement gap between Black and Non-Black students to meet or exceed 75% proficiency as measured by the 2016 Florida Standards Assessment (FSA) for Mathematics. **1a**

G060178

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	74.0

Resources Available to Support the Goal **2**

- Resources that are available to support the goal is Blanton's SBLT, Professional Learning Communities, a Curriculum Specialist and MTSS Coach, Title I Hourly Teachers and the District embedded Math Coach. Additional resources are researched based core curriculum and interventions to include ST Math, Voyager's VMathLive, FCAT Explorer and Go Math's Soar to Success.

Targeted Barriers to Achieving the Goal **3**

- A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

Plan to Monitor Progress Toward G6. **8**

Progress Monitoring Probes will be ongoing based on the Tier Level of each student in the RtI process either every other week and or weekly. Additionally, observations of implementation of the research based intervention will be ongoing. In addition to Progress Monitoring probes, Pinellas County Schools' Assessments administered three times per year, as well as classroom teacher collected data will be used to determine the result of the implemented strategy.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of Completion will be considered when the student is meeting grade level proficiency as indicated by collected data.

G7. Blanton Elementary School will reduce the number and percent of discipline incidents for each student subgroup by 10%. 1a

G060179

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- SBLT, Classroom Teachers, Mentors, implementation of the CHAMPS aligned "Clip It" system, the motivational Class DoJo program, intrinsic rewards to include Certificates of Improvements, Pink and Blue Notes, BUGS Program (Building up Grades), Check In and Check Out Program, SPOT the Dog program and Individualized Behavior Plans with designated rewards as indicated by Interest Inventories are all resources available for implementation of the goal set on behaviors.

Targeted Barriers to Achieving the Goal 3

- A barrier that might be faced by Blanton Elementary in achieving its reductions of discipline incidents could be a lack of student social skills, particularly by our youngest students, and a lack of high levels of engagement by most students.
- Another barrier that may contribute to the high number of referrals generated by teachers is a lack of understanding of what constitutes a high level behavioral incident that results in an Office Disciplinary Referral.

Plan to Monitor Progress Toward G7. 8

The implementation of this strategy will be monitored for progress through the reduced number of ODRs (Office Discipline Referrals) generated each month and an overall decrease in ODRs when comparing last school year's data to the 2015-2016 school year.

Person Responsible

Cheryl Ann Maggio

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The evidence that this strategy is being monitored for progress toward achieving the goal of decreased ODRs will be documented through the reduction of the number and percentage of discipline incidents resulting in an ODR when comparing the 2014-2015 school year to the current 2015-2016 school year.

G8. Blanton Elementary School will increase parent involvement by 10% representing 50% of our parent population. 1a

G060180

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- All Blanton Elementary Staff, Title I District Office, ESOL District Office, Chorus, Multicultural Club, SAC and PTA.

Targeted Barriers to Achieving the Goal 3

- Blanton Elementary's parents have difficulty in attending school events during the daytime because of their employment.

Plan to Monitor Progress Toward G8. 8

The final collected count of parents in attendance of the evening events will determine if progress toward the goal is satisfactory. Comparisons of data from day and evening events will provide information whether the selected barrier was accurate and if increased attendance occurs. It would be reasonable to expect an even greater result with more evening events for parents.

Person Responsible

Michele Maiorana

Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

Evidence of Completion

An increase of parent attendance as set by the goal will be evidence for completion of monitoring for progress toward the goal.

G9. Blanton Elementary School will increase writing scores to 75% of students achieving a proficiency level on the 2016 Florida State Assessment (FSA) in Writing. 1a

G060181

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Classroom Teachers, Collaborative Planning, Professional Learning Communities, SBLT, Curriculum Specialist/MTSS Coach, Literacy Team and District embedded Reading Coach.

Targeted Barriers to Achieving the Goal 3

- Students enter the grade level at a below level proficiency in writing. They have not had enough opportunities to write throughout the academic day.

Plan to Monitor Progress Toward G9. 8

The criteria that will be used for monitoring the progress toward the goal will be the increased student achievement on Pinellas County Schools' Writing assessments administered during assessment period two and the increased level of performance on monthly writing probes.

Person Responsible

Cheryl Ann Maggio

Schedule

Every 6 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of monitoring activities will occur when journals have been reviewed and data compiled and analyzed from the monthly writing rubrics which will be supported by an increased writing score for the student on Pinellas County Schools Writing Assessment for assessment period 2.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Blanton Elementary will work toward Bronze Level recognition with the Alliance for a Healthier Generation.

1

 G062670

G1.B1 A barrier that Blanton Elementary might experience in achieving the goal would be the difficulty in finding time during the school day to implement recess for 20 minutes each day. **2**

 B161011

G1.B1.S1 Resources are contacts at other elementary schools in the district that have successfully implemented Recess into the school day. The Healthy Schools Team Members will meet with individuals from these schools to brainstorm ideas to implement recess into Blanton's schedule. **4**

 S173406

Strategy Rationale

Research supports that students who have movement and activity during the school day are better able to focus on academic learning.

Action Step 1 **5**

The Wellness Champ (Facilitator/Developer) and the Wellness Team will contact other schools who are successfully implementing recess to determine what plan of action we can utilize to incorporate recess into the school day.

Person Responsible

Michele Maiorana

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

Evidence of Completion

The evidence collected will be documented contacts with other schools.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Fidelity of Implementation of the progress achieved towards the Healthier Alliance Generation Goal will be the ongoing reported vitality points to include active participation and the development of a recess program into the school day.

Person Responsible

Michele Maiorana

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The evidence collected will be reports on the success of school contacts, earned Vitality Points and active participation which will be reviewed quarterly.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The strategy will be monitored for effectiveness by the collected information that will be developed into reports on the implementation of recess at other schools.

Person Responsible

Michele Maiorana

Schedule

Quarterly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The evidence that will be collected and used to demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness will be contact reports and a presentation to the staff on information gathered on the implementation of recess at other schools.

G2. Blanton Elementary will increase Reading scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in English Language Arts (ELA). 1

G060174

G2.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency. 2

B153386

G2.B1.S1 Researched based reading interventions will be implemented to increase the student's knowledge level to an appropriate grade level proficiency. 4

S165118

Strategy Rationale

Research supports that when the correct intervention is put in place for a student's area of deficit, reading skills can be remediated and increased.

Action Step 1 5

Researched based reading interventions will be provided during a designated period of time (60 minutes) by trained individuals in the program implemented. In Kindergarten, the Nemours Program, Grades 1-3, the Leveled Literacy Intervention (LLI) Program and in grades 4-5, Repeated Readings will be a possible intervention. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by District representative on the use of each program implemented.

Person Responsible

Shirley Carson

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data will be collected as the result of progress monitoring to review the success of the implemented intervention.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Progress Monitoring of Implemented Intervention

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Data will be collected for the implemented intervention (i.e. phonemic awareness, phonics developments, fluency, vocabulary, comprehension).

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

Person Responsible

Shirley Carson


Schedule

Monthly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G2.B5 A barrier that could prevent Blanton Elementary students from achieving their goal is the lack of available time in the school day to provide sufficient remediation for a student's area of deficit. 2

 B153390

G2.B5.S1 The school day will be increased and after school tutoring will be offered to provide additional time to implement interventions to remediate a student's area of deficit. 4

 S165121

Strategy Rationale

Blanton Elementary School believes that by extending the school day and providing after school tutoring, time that will be devoted to increase a student's reading skills, that student achievement will increase to proficiency.

Action Step 1 5

The school day will be increased by 60 minutes daily to provide additional instruction time to students showing a need for remediation and/or acceleration in reading. Additionally, after school tutoring will be offered to all students to enhance and support their learning in reading.

Person Responsible

Cheryl Ann Maggio

Schedule

Daily, from 8/24/2015 to 6/7/2016

Evidence of Completion

Attendance will be taken daily to show a student's participation in the extended school day and after school tutoring program. Additionally, lesson plans will be reviewed to show the development of lessons to remediate and or accelerate a student's reading. Walkthroughs and Observations will occur to assure the implementation of instruction as it is designed for each student.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Progress Monitoring will occur weekly and or every two weeks to monitor for fidelity and effectiveness of the implementation of an intervention during the tutoring time. In addition to the Progress Monitoring, observations and walkthroughs will also occur.

Person Responsible

Cheryl Ann Maggio

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The evidence that will be collected to demonstrate the action plan for the strategy being monitored will be DIBELS Next assessments that will measure the effectiveness of instruction and the appropriateness of the implemented intervention.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

The strategy will be monitored for effectiveness with DIBELS Next assessments. The assessment used will be designed to measure specifically the intended outcome of the implemented intervention.

Person Responsible

Shirley Carson

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

DIBELS Next measurements will be selected for the appropriateness of the measure to the intervention. Graphed data will provide information that will enable review of the appropriateness of the intervention.

G3. Blanton Elementary will increase Mathematic scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in Mathematics. 1

G060175

G3.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency. 2

B153391

G3.B1.S1 Researched based mathematic interventions will be put in place to increase the student's knowledge level to the appropriate grade level proficiency. 4

S165122

Strategy Rationale

Research supports that when a student is provided with interventions that address their specific area of deficit, student's increase proficiency.

Action Step 1 5

A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. Programs to be used will be the Harcourt Go Math - Soar to Success, Intervention Strategies Program and the Intensive Intervention Strategies Program.

Person Responsible

Shirley Carson

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

Person Responsible

Shirley Carson


Schedule

Monthly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G3.B4 A barrier that could prevent Blanton Elementary students from achieving their goal is insufficient instructional time during the school day. 2

 B153394

G3.B4.S1 A designated time will be implemented in Blanton's Master Schedule to implement an intervention to remediate any deficit area in Mathematics indicated by student data. Also, Blanton Elementary extends the school day to provide iReady time in math, an additional core support. 4

 S165125

Strategy Rationale

Remediation of deficit areas in Mathematics will assist students in being math proficient.

Action Step 1 5

A designated time period will be built into Blanton's Master Schedule to allow for appropriate student interventions in Mathematics. Individuals implementing the intervention programs through Harcourt's Go Math will be provided with training on each implemented program.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The Master Schedule will have an allocated Rtl time built in to remediate students deficit in mathematics.

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Lesson Plans, Observations and Walkthroughs will occur to assure that remediation is occurring during the Math RtI designated time in the Master Schedule.

Person Responsible

Cheryl Ann Maggio

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Submitted Lesson Plans and documentation from Walkthroughs and Observations will serve as evidence that the strategy has been implemented.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Weekly submitted Lesson Plan checks and documented walkthroughs and observations will occur to support the effectiveness of implementation.

Person Responsible

Cheryl Ann Maggio

Schedule

Monthly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Collection of submitted Lesson Plans and documentation of Walkthroughs and Observations will demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness.


G4. Blanton Elementary will increase Science scores to 75% of students achieving a proficiency level of 3 and above on the 2016 Florida Comprehensive Assessment Test (FCAT) 2.0. **1**

 G060176

G4.B1 A barrier that could prevent Blanton Elementary from achieving their goal is students entering their assigned grade level non-proficient in Science. The lack of proficiency may be associated with students not having retained previously learned instruction. **2**

 B153395

G4.B1.S1 Research based interventions will be implemented to increase the student's knowledge level to the appropriate grade level. **4**

 S165126

Strategy Rationale

Providing students with review, repetition and overlearning will assist students to retain taught information. The use of researched based interventions will remediate a student's lack of grade level proficiency.

Action Step 1 **5**

The first Pinellas County School Science Assessment will measure previously taught science material that should have been retained. As a result of this assessment, teachers will be able to develop lessons to remediate areas of deficiency, providing hands-on learning experiences through Blanton's Science lab. Progress monitoring will determine if a student has relearned and retained information taught and necessary for proficiency at grade level.

Person Responsible

Shirley Carson

Schedule

Every 6 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

Pinellas County Schools Science Assessment administered in December of 2015 will provide information as to the student's proficiency level in addition to Teacher created Formative Assessments and Science PCAS

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Data collected will be reviewed and analyzed in PLCs each assessment period to determine whether the strategy has been implemented with fidelity. Additionally, Formative Assessments, Science PCAS and Slag Reports will be reviewed and analyzed to determine the effectiveness of learning.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion will be lesson plans, Teacher created Formative Assessments, Pinellas County Schools' Science Common Assessments and Slag reports generated and reviewed will support that the strategy is being monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Data from assessments and review of completed slags, will be collected with grade level proficiency set by Pinellas County Schools and the State of Florida. Additional data that will be collected will be from Focus-Achieves by the classroom teachers for review and debriefing with each student. In the event that progress is not realized from the implementation of the strategy, additional barriers will be explored and if not a factor, reteaching will occur to remediate.

Person Responsible

Shirley Carson

Schedule

Every 6 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the monitoring for effectiveness of this strategy will be completed with the determination of a student's proficiency level at the appropriate grade level.

G5. Blanton Elementary School will close the achievement gap between Black and Non-Black students to meet or exceed 75% proficiency as measured by the 2016 Florida Standards Assessment (FSA) ELA / Reading Assessment. **1**

G060177

G5.B1 A barrier that could prevent Blanton Elementary from closing the achievement between Black and non-black students to meet the Reading AMO 2016 target is students entering a current grade level below the appropriate proficiency level. **2**

B153396

G5.B1.S1 Researched based interventions for Reading will be put in place to increase the student's knowledge level to an appropriate grade level proficiency. The intervention implemented will be based on the demonstrated needs of the students. Interventions that are used are Jan Richardson's Guided Reading Routine, Repeated Readings, Leveled Literacy Intervention Program (LLI) and Nemours. **4**

S165127

Strategy Rationale

Researched based interventions implented with fidelity will increase a student's reading proficiency.

Action Step 1 **5**

Researched based reading interventions will be provided during a designated period of time (60 minutes) by trained individuals in the program implemented. In Kindergarten, the Nemours Program, Grades 1-3, the Leveled Literacy Intervention (LLI) Program and in grades 4-5, Repeated Readings will be a possible intervention. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by District representative on the use of each program implemented.

A researched based intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. In Kindergarten, the intervention program will be Nemours. In Grades 1-3, the Leveled Literacy Intervention Program and in Grades 4-5, Repeated Reading Programs. In addition to those already listed, I-Station will be utilized as an intervention Program and Jan Richardson's Guided Reading Routine will be used. Training by the embedded Reading Coach, the MTSS Coach and Administration will ensure that all individuals implementing interventions will be trained and updated monthly.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

Person Responsible

Shirley Carson


Schedule

Monthly, from 8/24/2015 to 6/3/2016


Evidence of Completion

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G5.B2 A barrier that could prevent Blanton Elementary students from achieving their goal is frequent absences and tardies of a student causing them to lose learning time. **2**

 B153397

G5.B2.S1 The Child Study Team will closely monitor student absences and tardies to increase learning time. In the event of absences or tardies occurring that are negatively impacting the student's learning, Pinellas County Schools' Policies will be followed to take the appropriate action to reduce and or eliminate the absences and or tardies. **4**

 S165128

Strategy Rationale

Action Step 1 **5**

The Data Management Technician will monitor that attendance is taken daily by each Classroom Teacher, as well as any occurring tardies and times noted by Blanton Elementary School's front office staff. The Social Worker will monitor that steps are followed according to Pinellas County Schools for proper notification to Parents/Guardians of issues relating to absences and tardies. The Principal will oversee the procedure to follow Pinellas County Schools' policies and procedures regarding attendance and tardies are followed. Proactively the Principal and Social Worker will meet with parents / guardians to address the issue and to query whether the school can be of assistance in alleviating the cause of the attendance / tardy issue.

Person Responsible

Cheryl Ann Maggio

Schedule

Biweekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the monitoring of activities will be the recorded attendance by the classroom teacher, the entry of tardy information by Blanton's front office staff and the generated reports by the Data Management Technician.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

The Data Management Technician will monitor that attendance is taken daily by each Classroom Teacher, as well as any occurring tardies and times noted by Blanton Elementary School's front office staff. The Social Worker will monitor that steps are followed according to Pinellas County Schools for proper notification to Parents/Guardians of issues relating to absences and tardies. The Principal will oversee the procedure to follow Pinellas County Schools' policies and procedures regarding attendance and tardies are followed.

Person Responsible

Schedule

Biweekly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the monitoring of activities will be the recorded attendance by the classroom teacher, the entry of tardy information by Blanton's front office staff and the generated reports by the Data Management Technician.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

The data to be collected to monitor the effectiveness of this strategy will be the daily attendance to include tardies of each student. A report will be generated from SIS-FOCUS that will compile the overall data collected. Successful implementation of this strategy will result in absences and tardies no longer negatively impacting a student's learning. In the event that follow-up to the collected data is unsuccessful, Pinellas County Schools' Policies and Procedures regarding absences and tardies will be exhausted to the full extent allowed.

Person Responsible

Schedule


Evidence of Completion

Evidence of completion of monitoring activities will be collected and reported by the generated reports from SIS-FOCUS as well as the documentation from the Social Worker documenting the steps for follow-up with parents accordingly.

G5.B3 A barrier that could prevent Blanton Elementary students from closing the achievement gap between Black and Non-Black students is a need for social skill lessons in our primary grades and teacher training on proactive and positive behavior management. 2

 B167121

G5.B3.S1 Implementation of AVID goal setting and self-tracking of data will support teachers and students with proactive and positive behavior management. During the first six weeks of school, social skill lessons will be provided to all kindergarten and first grade students by our Guidance Counselor to support the decrease of referrals written for our Black population of students versus our Non-Black population. Additionally, the implementation of a low level Behavior Incident Report Form will assist teachers in properly identifying behaviors, as well as their level of intensity. 4

 S179026

Strategy Rationale

Social Skill lessons will enable our students to appropriately interact with each other thereby reducing the number of behavior referrals. Additionally, teacher training on AVID goal setting and tracking of data, as well as both proactive and positive behavior management skills will help close the achievement gap.

Action Step 1 5

AVID goal setting and self tracking of data training will be provided to all teachers. Additionally, Olweus Bullying Prevention Training will be provided along with CPI training to support teachers in properly identifying behavior types and de-escalation of elevated inappropriate behaviors.

Person Responsible

Michele Maiorana

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence that will be used to demonstrate completion of these activities will be student goal setting documentation, Olweus and CPI course and Training Assessment Survey completion.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

To monitor and support the fidelity of implementation of the strategy detailed, classroom observations will occur, and guidance lesson plans will be reviewed. A decrease will occur for the number of referrals written for our Black versus Non-Black student population.

Person Responsible

Michele Maiorana

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The evidence that will be collected to demonstrate that the action plan for the strategy was monitored and whether it is being implemented with fidelity will be less referrals for our Black versus Non-Black student population, use of a low-level Behavior Incident Report Form and lesson plans for guidance social skill lessons.

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

To monitor and support the effectiveness of implementation of the strategy, monthly referral data will be generated to compare against the referrals written for the previous school year. A decline in referrals will support the effectiveness of the strategy. Additionally, data binders will be reviewed within teams to assure the completion and use of goal setting, data monitoring and self efficacy. Documented walk through and observations will assure the ongoing guidance counselor's social skill lessons with documented and implemented lesson plans.

Person Responsible

Michele Maiorana

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The evidence that will be collected to demonstrate the action plan for the strategy was monitored and implemented with effectiveness will be the resulting data.

G6. Blanton Elementary School will close the achievement gap between Black and Non-Black students to meet or exceed 75% proficiency as measured by the 2016 Florida Standards Assessment (FSA) for Mathematics.

1

G060178

G6.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency. 2

B153398

G6.B1.S1 Researched based mathematic interventions will be put in place to increase the student's knowledge level to the appropriate grade level proficiency. 4

S165129

Strategy Rationale

Mathematic Interventions provided in a student's area of deficit will increase the student's math proficiency level.

Action Step 1 5

A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. Math Interventions to be implemented will be Harcourt's Soar to Success and Harcourt's Go Math Intensive Intervention Programs. Additionally, ST Math and VMath Live will be used as additional interventions with all individuals implementing interventions receiving training on the use of programs with students.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G7. Blanton Elementary School will reduce the number and percent of discipline incidents for each student subgroup by 10%. **1**

G060179

G7.B1 A barrier that might be faced by Blanton Elementary in achieving its reductions of discipline incidents could be a lack of student social skills, particularly by our youngest students, and a lack of high levels of engagement by most students. **2**

B153399

G7.B1.S1 Students with limited social skills and that are not actively engaged in a school activity can frequently result in discipline incidents both in and out of the classroom. Students will be taught appropriate social skills and be actively engaged in all activities to reduce the number of discipline incidents. **4**

S165130

Strategy Rationale

Research shows that students with limited social skills and that are not actively engaged in a school activity can frequently result in discipline incidents both in and out of the classroom.

Action Step 1 **5**

All instructional staff will differentiate instruction to accommodate each student's learning style to fully engage the student in curriculum activities. Lesson plans will detail the differentiation of instructional activities prior to implementation of lessons. Students in Kindergarten and Grade 1 will receive intensive social skills training by our School Guidance Counselor over the first 6 weeks of school. With a focus on the "high yield" strategies outlined in the protocols of the Marzano Framework, teachers will implement research-based strategies to increase student engagement across all grade levels and subgroups. Teachers will also consistently, across all grade levels, implement the CHAMPS aligned "Clip It" system and the proactive, motivational use of Class DoJo with fidelity, to increase the ratio of positive reinforcement of expectations to negative interactions with a minimum of 5:1 times. Training and mentoring of staff members will occur for all individuals on the utilization and implementation of these PBS (Positive Behavior System) programs/strategies with fidelity across all classrooms. In doing so, student motivation and accountability for choices made, overall student engagement, and partnership with parents through on going communication will increase.

Person Responsible

Cheryl Ann Maggio

Schedule

Monthly, from 8/13/2015 to 6/3/2016

Evidence of Completion

Evidence that will be collected for monitoring the fidelity of implementation of differentiated instruction and these PBS strategies will be lesson plans and classroom walkthroughs by Administrators, graphed data collected via Class DoJo, and a notable increase in student engagement, resulting in a reduction in off task behaviors and disciplinary referrals across all grade levels.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Lesson plan reviews and observations will be conducted to monitor the implementation of the strategy prior to the teacher's final evaluation. Additionally, Class DoJo data and Office Disciplinary Referral data will be reviewed monthly to monitor and support the fidelity of implementation. This data will be shared and analyzed by teams through PLCs and processes will be adjusted as needed using the continuous improvement model.

Person Responsible

Cheryl Ann Maggio

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of the activities will be lesson plans that have been adequately written to differentiate instruction and walkthrough observations indicating the implementation of appropriate and targeted differentiated instructional strategies. Additionally, Class DoJo graphed data will be collected monthly to demonstrate that the action plan for this strategy is being monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Ongoing Progress Monitoring data will indicate academic growth by all students, as we monitor the effectiveness of the strategies. Discipline data will be collected to indicate progress toward meeting the set discipline goal. A decrease of 1% per month of discipline incidents, when compared to the same month during the 2014-2015 school year, should be indicated by the collected data if the strategy is effective in producing the desired response.

Administrators will review the data collected on discipline referrals and provide the information to grade level PLCs, as they monitor for progress toward meeting this goal. Additionally, feedback on any small group lesson plans to be found lacking in details of differentiation of instruction will be provided to the individual teachers. Walkthrough observation details will also be provided to the instructional staff, so that fidelity of implementation is appropriate and adjustments to instruction can be made if evidence suggests some is needed. as measured by the 2016 FSA / ELA Reading Assessment.

Person Responsible

Cheryl Ann Maggio

Schedule

Monthly, from 8/24/2015 to 6/3/2016


Evidence of Completion

The evidence demonstrating the effectiveness and fidelity of implementation of this strategy will be through the Documented Low-level Incident Reports used and the reduced number of ODRs received. Evidence of completion of monitoring activities will occur with review of FOCUS data collected through a generated report indicating whether the incidents of discipline referrals has decreased, as well as an increase of student engagement when comparing IPI trend data for the past two years.

G7.B2 Another barrier that may contribute to the high number of referrals generated by teachers is a lack of understanding of what constitutes a high level behavioral incident that results in an Office Disciplinary Referral. **2**

 B167139

G7.B2.S1 Staff will receive training on what constitutes the serious nature of an Office Disciplinary Referral versus a documented, low level behavioral incident that requires some form of intervention. Instructional staff will implement a variety of strategies that reinforce student accountability for choices made, including the AVID Success strategies, the Olweus Bully Prevention strategies, and CPI 1 strategies for identifying and proactively de-escalating potentially serious behaviors. Lastly, all staff members will be introduced to a new form for documenting low level behavioral incidents that occur across all areas of the campus, including the Cafeteria and on the bus. **4**

 S178656

Strategy Rationale

Appropriate behavioral management training and support will result in the reduction of Office Disciplinary Referrals across all grade levels and subgroups. Research indicates that with a reduction of behaviors that may disrupt learning, increased time on task will result in high levels of student achievement by all.

Action Step 1 **5**

Staff members will be selected as site-based AVID and Olweus Bully Prevention facilitators and be provided with the appropriate training for their defined roles. These teams, in conjunction with the Administrative team, will provide training and grade level support to all staff, which will be on going. Additionally, CPI training will be provided to all staff at the start of the 2015-2016 school year. Lastly, the Administrative Team will work hand-in-hand with members of the SBLT to develop a Documented Low-level Discipline Report that follows the PBS/RtI (Positive Behavior System/Response to Intervention) research-based resources available on the PBS (Positive Behavior System) website, while better aligning to the verbiage utilized in PBIPs (Positive Behavior Incentive Plan)and FBAs (Functional Behavior Assessments).

Person Responsible

Cheryl Ann Maggio

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Evidence of scheduled training will be documented on the Weekly SPLASH and monthly calendars notating training planned on PD Tuesdays, the signatures of participants will be obtained at each training, and LMS documents and Assessment surveys will reflect the training received by staff members. In addition to the paper trail generated by the Documented Low Level Discipline Reports, parent contact and teacher interventions implemented will be noted in FOCUS.

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Staff PD transcripts, including CPI certification documentation, utilization of the 3-step Documented Low-level Incident Report forms with notations in FOCUS of reported Incidents, and generated behavioral reports that indicate frequency of location and referring staff member.

Person Responsible

Michele Maiorana

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

The success of this strategy will be evident in the decrease of Office Disciplinary Referrals when comparing the 2015-2016 school year to the 2014-2015 school year. This will be monitored monthly and shared with all stakeholders through PLCs and SAC meetings, to ensure the fidelity of the implementation of this strategy.

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

The effectiveness of the implementation of this strategy will be evident in the reduced number of ODRs (Office Discipline Referrals) generated each month and an overall decrease in ODRs when comparing last school year's data to the 2015-2016 school year.

Person Responsible

Michele Maiorana

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

The evidence demonstrating the effectiveness and fidelity of implementation of this strategy will be through the Documented Low-level Incident Reports used and the reduced number of ODRs received.

G8. Blanton Elementary School will increase parent involvement by 10% representing 50% of our parent population. **1**

G060180

G8.B1 Blanton Elementary's parents have difficulty in attending school events during the daytime because of their employment. **2**

B153400

G8.B1.S1 A strategy that could reduce the difficulty that Blanton Elementary School's parents experience in attending daytime school events is to hold more evening events to increase parent involvement. Our annual PTA meeting times will be moved to 4:30 PM and SAC meeting times will be alternated monthly between 8:00 AM (student arrival time) and 2:15 PM (student dismissal time) to better accommodate family schedules. Additionally, we expanded our annual "Meet the Teacher" event to Saturday, which opened the campus for a visit by parents on a weekend day. **4**

S165131

Strategy Rationale

By changing the time for SAC and PTA meetings to better accommodate family schedules, parent participation will increase.

Action Step 1 **5**

Blanton will host more evening events to include our Title I Annual Meeting and our Back to School Open House and Grade Level Information Training and Conference nights. The Title I Annual Meeting will provide parents with specific information regarding what Title I is and what it provides to their students. Full disclosure of funds received and spent will be also provided. Teachers will host the Grade Level Information Night, which will be offered to Blanton's parents to provide them an opportunity to understand the Florida Standards used to teach their children, as well as technology assistance that is provided to support instruction. Parent notification will be sent home in the Agenda Planners, Blanton Communication folders, School Newsletter, Website and Marquee. Additionally, a School Messenger notification will transpire as a means of notification advising parents of both events. The time for both SAC and PTA meetings will be changed to better accommodate family schedules, thus increasing parent involvement.

Person Responsible

Michele Maiorana

Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

Evidence of Completion

Parent sign in sheets will be used to monitor the evidence of completion to record the total number of parents that have attended the events.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Administrators will provide an introduction to the Title I meeting which will be held in the evening and fully discuss information regarding Title I and Blanton through a PowerPoint presentation that will be televised in each classroom. Additionally, each teacher will be required to turn in the signature and/or sign-in sheets of the parents in attendance.

Person Responsible

Michele Maiorana

Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence that will be collected to demonstrate the action plan for the strategy was monitored and whether it is being implemented with fidelity will occur through a checklist of all teachers and the recording of the submission of the sign-in sheet for the event.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

A count of each parent in attendance will transpire from the signature sheet that will be collected from the evening event. Copies of all communications of parent notification will be maintained to show that parents were aware of the event to occur. Poor or questionable implementation will not provide the desired affect and in the event this was to occur we will document more efficiently the parent involvement of the evening events ahead.

Person Responsible

Michele Maiorana

Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion will occur with parent notification, the event, parent signatures on the sign in sheets and collection of the data measuring the attendance of parents at the event.

G9. Blanton Elementary School will increase writing scores to 75% of students achieving a proficiency level on the 2016 Florida State Assessment (FSA) in Writing. 1

G060181

G9.B1 Students enter the grade level at a below level proficiency in writing. They have not had enough opportunities to write throughout the academic day. 2

B153401

G9.B1.S1 The strategy will be to increase the students writing time by providing more opportunities to write throughout the student's academic day. 4

S165132

Strategy Rationale

By extending the learning day and student's opportunities to write, Blanton's students who are proficient in writing will increase.

Action Step 1 5

Classroom teachers will provide students with writing journals that will be used in all curricular activities. Students will be taught to write a response to reading, math and science activities in addition to responding to presented prompts. Students will regularly receive feedback and instruction on their writing to improve their responses. They will be provided not only the opportunities to write, edit and rewrite, but opportunities to celebrate and share their writings. AVID strategies which align to Marzano's "high yield" strategies, will support note taking and graphic organizer use to increase student achievement.

Person Responsible

Shirley Carson

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

This task will be monitored through the use of a writing rubric aligned to state expectations. Students will self-evaluate, receive a graded response and conference with their classroom teacher for improvements to their writing.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

Response Journals and monthly probes with their completed rubrics will be reviewed monthly to determine the effectiveness of the modeled instruction and increased writing opportunities.

Person Responsible

Shirley Carson

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Response journals and monthly probes administered with completed rubrics will be collected monthly to monitor for fidelity of implementation evidence of completion.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

The data to be collected will be based on the writings and rubrics generated by students to measure the successful progression towards the set goal. Poor Implementation will result in the lack of response journals and monthly probes to provide students with opportunities to increase the writing time. If needed, response journals are provided and classroom support will be given, if needed.

Person Responsible

Shirley Carson

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Evidence of completion of monitoring activities will be completed response journals and monthly writings of each student. An expectation if the strategy is working is an increased level of writing by students.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Researched based reading interventions will be provided during a designated period of time (60 minutes) by trained individuals in the program implemented. In Kindergarten, the Nemours Program, Grades 1-3, the Leveled Literacy	Carson, Shirley	8/24/2015	Data will be collected as the result of progress monitoring to review the success of the implemented intervention.	6/3/2016 daily

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Intervention (LLI) Program and in grades 4-5, Repeated Readings will be a possible intervention. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by District representative on the use of each program implemented.				
G2.B5.S1.A1	The school day will be increased by 60 minutes daily to provide additional instruction time to students showing a need for remediation and/or acceleration in reading. Additionally, after school tutoring will be offered to all students to enhance and support their learning in reading.	Maggio, Cheryl Ann	8/24/2015	Attendance will be taken daily to show a student's participation in the extended school day and after school tutoring program. Additionally, lesson plans will be reviewed to show the development of lessons to remediate and or accelerate a student's reading. Walkthroughs and Observations will occur to assure the implementation of instruction as it is designed for each student.	6/7/2016 daily
G3.B1.S1.A1	A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. Programs to be used will be the Harcourt Go Math - Soar to Success, Intervention Strategies Program and the Intensive Intervention Strategies Program.	Carson, Shirley	8/24/2015	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.	6/3/2016 weekly
G3.B4.S1.A1	A designated time period will be built into Blanton's Master Schedule to allow for appropriate student interventions in Mathematics. Individuals implementing the intervention programs through Harcourt's Go Math will be provided with training on each implemented program.	Carson, Shirley	8/24/2015	The Master Schedule will have an allocated RtI time built in to remediate students deficit in mathematics.	6/3/2016 monthly
G4.B1.S1.A1	The first Pinellas County School Science Assessment will measure previously taught science material that should have been retained. As a result of this assessment, teachers will be able to develop lessons to remediate areas of deficiency, providing hands-on learning experiences through Blanton's Science lab. Progress monitoring will determine if a student has relearned and retained information taught and necessary for proficiency at grade level.	Carson, Shirley	8/24/2015	Pinellas County Schools Science Assessment administered in December of 2015 will provide information as to the student's proficiency level in addition to Teacher created Formative Assessments and Science PCAS	6/3/2016 every-6-weeks
G5.B1.S1.A1	Researched based reading interventions will be provided during a designated period of time (60 minutes) by trained individuals in the program implemented. In Kindergarten, the Nemours Program, Grades 1-3, the Leveled Literacy Intervention (LLI) Program and in grades 4-5, Repeated Readings will be a possible intervention. Grades K-5 will also implement the I-Station program as an intervention.	Carson, Shirley	8/24/2015	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.	6/3/2016 monthly

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Individuals implementing the prescribed intervention will be trained by District representative on the use of each program implemented. A researched based intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. In Kindergarten, the intervention program will be Nemours. In Grades 1-3, the Leveled Literacy Intervention Program and in Grades 4-5, Repeated Reading Programs. In addition to those already listed, I-Station will be utilized as an intervention Program and Jan Richardson's Guided Reading Routine will be used. Training by the embedded Reading Coach, the MTSS Coach and Administration will ensure that all individuals implementing interventions will be trained and updated monthly.				
G5.B2.S1.A1	The Data Management Technician will monitor that attendance is taken daily by each Classroom Teacher, as well as any occurring tardies and times noted by Blanton Elementary School's front office staff. The Social Worker will monitor that steps are followed according to Pinellas County Schools for proper notification to Parents/Guardians of issues relating to absences and tardies. The Principal will oversee the procedure to follow Pinellas County Schools' policies and procedures regarding attendance and tardies are followed. Proactively the Principal and Social Worker will meet with parents / guardians to address the issue and to query whether the school can be of assistance in alleviating the cause of the attendance / tardy issue.	Maggio, Cheryl Ann	9/4/2015	Evidence of completion of the monitoring of activities will be the recorded attendance by the classroom teacher, the entry of tardy information by Blanton's front office staff and the generated reports by the Data Management Technician.	6/3/2016 biweekly
G6.B1.S1.A1	A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. Math Interventions to be implemented will be Harcourt's Soar to Success and Harcourt's Go Math Intensive Intervention Programs. Additionally, ST Math and VMath Live will be used as additional interventions with all individuals implementing interventions receiving training on the use of programs with students.	Carson, Shirley	8/24/2015	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.	6/3/2016 monthly
G7.B1.S1.A1	All instructional staff will differentiate instruction to accommodate each student's learning style to fully engage the student in curriculum activities. Lesson plans will detail the differentiation of instructional	Maggio, Cheryl Ann	8/13/2015	Evidence that will be collected for monitoring the fidelity of implementation of differentiated instruction and these PBS strategies will be lesson plans and classroom walkthroughs by Administrators,	6/3/2016 monthly

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	<p>activities prior to implementation of lessons. Students in Kindergarten and Grade 1 will receive intensive social skills training by our School Guidance Counselor over the first 6 weeks of school. With a focus on the "high yield" strategies outlined in the protocols of the Marzano Framework, teachers will implement research-based strategies to increase student engagement across all grade levels and subgroups. Teachers will also consistently, across all grade levels, implement the CHAMPS aligned "Clip It" system and the proactive, motivational use of Class DoJo with fidelity, to increase the ratio of positive reinforcement of expectations to negative interactions with a minimum of 5:1 times. Training and mentoring of staff members will occur for all individuals on the utilization and implementation of these PBS (Positive Behavior System) programs/strategies with fidelity across all classrooms. In doing so, student motivation and accountability for choices made, overall student engagement, and partnership with parents through on going communication will increase.</p>			<p>graphed data collected via Class DoJo, and a notable increase in student engagement, resulting in a reduction in off task behaviors and disciplinary referrals across all grade levels.</p>	
G8.B1.S1.A1	<p>Blanton will host more evening events to include our Title I Annual Meeting and our Back to School Open House and Grade Level Information Training and Conference nights. The Title I Annual Meeting will provide parents with specific information regarding what Title I is and what it provides to their students. Full disclosure of funds received and spent will be also provided. Teachers will host the Grade Level Information Night, which will be offered to Blanton's parents to provide them an opportunity to understand the Florida Standards used to teach their children, as well as technology assistance that is provided to support instruction. Parent notification will be sent home in the Agenda Planners, Blanton Communication folders, School Newsletter, Website and Marquee. Additionally, a School Messenger notification will transpire as a means of notification advising parents of both events. The time for both SAC and PTA meetings will be changed to better accommodate family schedules, thus increasing parent involvement.</p>	Maiorana, Michele	8/24/2015	<p>Parent sign in sheets will be used to monitor the evidence of completion to record the total number of parents that have attended the events.</p>	6/3/2016 every-2-months
G9.B1.S1.A1	<p>Classroom teachers will provide students with writing journals that will be used in all curricular activities. Students will be taught to write a response to reading, math and science activities in addition to</p>	Carson, Shirley	8/24/2015	<p>This task will be monitored through the use of a writing rubric aligned to state expectations. Students will self-evaluate, receive a graded response and conference with their classroom</p>	6/3/2016 daily

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	responding to presented prompts. Students will regularly receive feedback and instruction on their writing to improve their responses. They will be provided not only the opportunities to write, edit and rewrite, but opportunities to celebrate and share their writings. AVID strategies which align to Marzano's "high yield" strategies, will support note taking and graphic organizer use to increase student achievement.			teacher for improvements to their writing.	
G1.B1.S1.A1	The Wellness Champ (Facilitator/ Developer) and the Wellness Team will contact other schools who are successfully implementing recess to determine what plan of action we can utilize to incorporate recess into the school day.	Maiorana, Michele	8/24/2015	The evidence collected will be documented contacts with other schools.	6/1/2016 quarterly
G7.B2.S1.A1	Staff members will be selected as site-based AVID and Olweus Bully Prevention facilitators and be provided with the appropriate training for their defined roles. These teams, in conjunction with the Administrative team, will provide training and grade level support to all staff, which will be on going. Additionally, CPI training will be provided to all staff at the start of the 2015-2016 school year. Lastly, the Administrative Team will work hand-in-hand with members of the SBLT to develop a Documented Low-level Discipline Report that follows the PBS/RtI (Positive Behavior System/Response to Intervention) research-based resources available on the PBS (Positive Behavior System) website, while better aligning to the verbiage utilized in PBIPs (Positive Behavior Incentive Plan) and FBAs (Functional Behavior Assessments).	Maggio, Cheryl Ann	8/18/2015	Evidence of scheduled training will be documented on the Weekly SPLASH and monthly calendars notating training planned on PD Tuesdays, the signatures of participants will be obtained at each training, and LMS documents and Assessment surveys will reflect the training received by staff members. In addition to the paper trail generated by the Documented Low Level Discipline Reports, parent contact and teacher interventions implemented will be noted in FOCUS.	6/3/2016 biweekly
G5.B3.S1.A1	AVID goal setting and self tracking of data training will be provided to all teachers. Additionally, Olweus Bullying Prevention Training will be provided along with CPI training to support teachers in properly identifying behavior types and de-escalation of elevated inappropriate behaviors.	Maiorana, Michele	8/24/2015	Evidence that will be used to demonstrate completion of these activities will be student goal setting documentation, Olweus and CPI course and Training Assessment Survey completion.	6/3/2016 monthly
G1.MA1	Bronze in 4 out of 6 of the Bronze in 4 out of 6 of the HSP Assessment Modules or 66% of HSP Assessment Modules	Maiorana, Michele	8/18/2015	HSP Assessment data from the HSP Assessment Modules will be collected and analyzed to determine progress towards meeting the set goal.	6/3/2016 monthly
G1.B1.S1.MA1	The strategy will be monitored for effectiveness by the collected information that will be developed into reports on the implementation of recess at other schools.	Maiorana, Michele	8/24/2015	The evidence that will be collected and used to demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness will be contact reports and a presentation to the staff on information gathered on the	6/3/2016 quarterly

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				implementation of recess at other schools.	
G1.B1.S1.MA1	Fidelity of Implementation of the progress achieved towards the Healthier Alliance Generation Goal will be the ongoing reported vitality points to include active participation and the development of a recess program into the school day.	Maiorana, Michele	8/24/2015	The evidence collected will be reports on the success of school contacts, earned Vitality Points and active participation which will be reviewed quarterly.	6/3/2016 quarterly
G2.MA1	Progress Monitoring will occur every two weeks and/or weekly to determine the effectiveness of the implemented intervention. DIBELS Next assessments will be administered to measure the effectiveness of the intervention.	Carson, Shirley	8/24/2015	Implementation of weekly and or every other week assessments will be used to measure the effectiveness of the intervention. The type of assessment will be determined by the intervention implemented. As an example, if an intervention is used that will increase a student's reading fluency; an oral reading fluency probe will be administered and graphed to determine the progress occurring toward meeting the goal. The target will be set to proficiency at a student's grade level.	6/7/2016 weekly
G2.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	Carson, Shirley	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.	6/3/2016 monthly
G2.B1.S1.MA1	Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	Carson, Shirley	8/24/2015	Evidence of completion of the strategy will result from the student obtaining the set goal.	6/3/2016 monthly
G2.B1.S1.MA3	Progress Monitoring of Implemented Intervention	Carson, Shirley	8/24/2015	Data will be collected for the implemented intervention (i.e. phonemic awareness, phonics developments, fluency, vocabulary, comprehension).	6/3/2016 monthly
G2.B5.S1.MA1	The strategy will be monitored for effectiveness with DIBELS Next assessments. The assessment used will be designed to measure specifically the intended outcome of the implemented intervention.	Carson, Shirley	8/24/2015	DIBELS Next measurements will be selected for the appropriateness of the measure to the intervention. Graphed data will provide information that will enable review of the appropriateness of the intervention.	6/3/2016 biweekly
G2.B5.S1.MA1	Progress Monitoring will occur weekly and or every two weeks to monitor for fidelity and effectiveness of the implementation of an intervention during the tutoring time. In addition to the Progress Monitoring, observations and walkthroughs will also occur.	Maggio, Cheryl Ann	8/24/2015	The evidence that will be collected to demonstrate the action plan for the strategy being monitored will be DIBELS Next assessments that will measure the effectiveness of instruction and the appropriateness of the implemented intervention.	6/3/2016 biweekly
G3.MA1	The data to be collected to monitor the effectiveness of this strategy will	Carson, Shirley	8/24/2015	Evidence that will be collected and used to demonstrate the goal is being	6/3/2016 monthly

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	be Teacher generated Formative Assessments and reports generated from the use of ST Math, VMath Live, and Go Math's Soar to Success. Additionally, Pinellas County Schools' Common Assessments will be used throughout the year to determine progress toward the goal and/or targets.			monitored and whether progress is being made toward the selected targets will be the data generated from Formative Assessments, activities completed on ST Math VMath Live, and Go Math's Soar to Success and Harcourt's Go Math Intensive Intervention Programs. Additionally, data from Pinellas County Schools' Common Assessments will also be used as collected evidence.	
G3.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	Carson, Shirley	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.	6/3/2016 monthly
G3.B1.S1.MA1	Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	Carson, Shirley	8/24/2015	Evidence of completion of the strategy will result from the student obtaining the set goal.	6/3/2016 monthly
G3.B4.S1.MA1	Weekly submitted Lesson Plan checks and documented walkthroughs and observations will occur to support the effectiveness of implementation.	Maggio, Cheryl Ann	8/24/2015	Collection of submitted Lesson Plans and documentation of Walkthroughs and Observations will demonstrate the action plan for the strategy was monitored and whether it is being implemented with effectiveness.	6/3/2016 monthly
G3.B4.S1.MA1	Lesson Plans, Observations and Walkthroughs will occur to assure that remediation is occurring during the Math RtI designated time in the Master Schedule.	Maggio, Cheryl Ann	8/18/2014	Submitted Lesson Plans and documentation from Walkthroughs and Observations will serve as evidence that the strategy has been implemented.	6/3/2015 weekly
G4.MA1	The data to be collected and reviewed throughout the year to determine progress toward the goal and/or targets will be the scores obtained by students on assessments administered to include achievement scores on completed slags.	Carson, Shirley	8/24/2015	Evidence that will be collected and used to demonstrate the goal is being monitored and whether progress is being made toward the goal will be the assessment scores of students obtained through administered assessments.	6/3/2016 monthly
G4.B1.S1.MA1	Data from assessments and review of completed slags, will be collected with grade level proficiency set by Pinellas County Schools and the State of Florida. Additional data that will be collected will be from Focus-Achieves by the classroom teachers for review and debriefing with each student. In the event that progress is not realized from the implementation of the strategy, additional barriers will be explored and if not a factor, reteaching will occur to remediate.	Carson, Shirley	8/24/2015	Evidence of completion of the monitoring for effectiveness of this strategy will be completed with the determination of a student's proficiency level at the appropriate grade level.	6/3/2016 every-6-weeks

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

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G4.B1.S1.MA1	Data collected will be reviewed and analyzed in PLCs each assessment period to determine whether the strategy has been implemented with fidelity. Additionally, Formative Assessments, Science PCAS and Slag Reports will be reviewed and analyzed to determine the effectiveness of learning.	Carson, Shirley	8/24/2015	Evidence of completion will be lesson plans, Teacher created Formative Assessments, Pinellas County Schools' Science Common Assessments and Slag reports generated and reviewed will support that the strategy is being monitored and implemented with fidelity.	6/3/2016 monthly
G5.MA1	The data to be collected and reviewed throughout the year to determine progress toward the goal and targets will be the number of Office Referral incidents written.	Carson, Shirley	8/24/2015	Evidence collected and used to demonstrate the goal is being monitored and whether progress is being made toward the selected targets will be a decline in office referrals from the current to the previous school year.	6/3/2016 monthly
G5.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	Carson, Shirley	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.	6/3/2016 monthly
G5.B1.S1.MA1	Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.	Carson, Shirley	8/24/2015	Evidence of completion of the strategy will result from the student obtaining the set goal.	6/3/2016 monthly
G5.B2.S1.MA1	The data to be collected to monitor the effectiveness of this strategy will be the daily attendance to include tardies of each student. A report will be generated from SIS-FOCUS that will compile the overall data collected. Successful implementation of this strategy will result in absences and tardies no longer negatively impacting a student's learning. In the event that follow-up to the collected data is unsuccessful, Pinellas County Schools' Policies and Procedures regarding absences and tardies will be exhausted to the full extent allowed.		Evidence of completion of monitoring activities will be collected and reported by the generated reports from SIS-FOCUS as well as the documentation from the Social Worker documenting the steps for follow-up with parents accordingly.	one-time	
G5.B2.S1.MA1	The Data Management Technician will monitor that attendance is taken daily by each Classroom Teacher, as well as any occurring tardies and times noted by Blanton Elementary School's front office staff. The Social Worker will monitor that steps are followed according to Pinellas County Schools for proper notification to Parents/Guardians of issues relating		9/4/2015	Evidence of completion of the monitoring of activities will be the recorded attendance by the classroom teacher, the entry of tardy information by Blanton's front office staff and the generated reports by the Data Management Technician.	6/3/2016 biweekly

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	to absences and tardies. The Principal will oversee the procedure to follow Pinellas County Schools' policies and procedures regarding attendance and tardies are followed.				
G5.B3.S1.MA1	To monitor and support the effectiveness of implementation of the strategy, monthly referral data will be generated to compare against the referrals written for the previous school year. A decline in referrals will support the effectiveness of the strategy. Additionally, data binders will be reviewed within teams to assure the completion and use of goal setting, data monitoring and self efficacy. Documented walk through and observations will assure the ongoing guidance counselor's social skill lessons with documented and implemented lesson plans.	Maiorana, Michele	8/24/2015	The evidence that will be collected to demonstrate the action plan for the strategy was monitored and implemented with effectiveness will be the resulting data.	6/3/2016 monthly
G5.B3.S1.MA1	To monitor and support the fidelity of implementation of the strategy detailed, classroom observations will occur, and guidance lesson plans will be reviewed. A decrease will occur for the number of referrals written for our Black versus Non-Black student population.	Maiorana, Michele	8/24/2015	The evidence that will be collected to demonstrate that the action plan for the strategy was monitored and whether it is being implemented with fidelity will be less referrals for our Black versus Non-Black student population, use of a low-level Behavior Incident Report Form and lesson plans for guidance social skill lessons.	6/3/2016 monthly
G6.MA1	Progress Monitoring Probes will be ongoing based on the Tier Level of each student in the Rtl process either every other week and or weekly. Additionally, observations of implementation of the research based intervention will be ongoing. In addition to Progress Monitoring probes, Pinellas County Schools' Assessments administered three times per year, as well as classroom teacher collected data will be used to determine the result of the implemented strategy.	Carson, Shirley	8/24/2015	Evidence of Completion will be considered when the student is meeting grade level proficiency as indicated by collected data.	6/3/2016 monthly
G6.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Pinellas County Schools' Assessments. Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.	Carson, Shirley	8/24/2015	Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.	6/3/2016 monthly
G6.B1.S1.MA1	Observations of the researched intervention will be conducted to	Carson, Shirley	8/24/2015	Evidence of completion of the strategy will result from the student obtaining the set goal.	6/3/2016 monthly

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	substantiate the fidelity of implementation of the intervention.				
G7.MA1	The implementation of this strategy will be monitored for progress through the reduced number of ODRs (Office Discipline Referrals) generated each month and an overall decrease in ODRs when comparing last school year's data to the 2015-2016 school year.	Maggio, Cheryl Ann	8/24/2015	The evidence that this strategy is being monitored for progress toward achieving the goal of decreased ODRs will be documented through the reduction of the number and percentage of discipline incidents resulting in an ODR when comparing the 2014-2015 school year to the current 2015-2016 school year.	6/3/2016 monthly
G7.B1.S1.MA1	Ongoing Progress Monitoring data will indicate academic growth by all students, as we monitor the effectiveness of the strategies. Discipline data will be collected to indicate progress toward meeting the set discipline goal. A decrease of 1% per month of discipline incidents, when compared to the same month during the 2014-2015 school year, should be indicated by the collected data if the strategy is effective in producing the desired response. Administrators will review the data collected on discipline referrals and provide the information to grade level PLCs, as they monitor for progress toward meeting this goal. Additionally, feedback on any small group lesson plans to be found lacking in details of differentiation of instruction will be provided to the individual teachers. Walkthrough observation details will also be provided to the instructional staff, so that fidelity of implementation is appropriate and adjustments to instruction can be made if evidence suggests some is needed. cy as measured by the 2016 FSA / ELA Reading Assessment.	Maggio, Cheryl Ann	8/24/2015	The evidence demonstrating the effectiveness and fidelity of implementation of this strategy will be through the Documented Low-level Incident Reports used and the reduced number of ODRs received. Evidence of completion of monitoring activities will occur with review of FOCUS data collected through a generated report indicating whether the incidents of discipline referrals has decreased, as well as an increase of student engagement when comparing IPI trend data for the past two years.	6/3/2016 monthly
G7.B1.S1.MA1	Lesson plan reviews and observations will be conducted to monitor the implementation of the strategy prior to the teacher's final evaluation. Additionally, Class DoJo data and Office Disciplinary Referral data will be reviewed monthly to monitor and support the fidelity of implementation. This data will be shared and analyzed by teams through PLCs and processes will be adjusted as needed using the continuous improvement model.	Maggio, Cheryl Ann	8/24/2015	Evidence of completion of the activities will be lesson plans that have been adequately written to differentiate instruction and walkthrough observations indicating the implementation of appropriate and targeted differentiated instructional strategies. Additionally, Class DoJo graphed data will be collected monthly to demonstrate that the action plan for this strategy is being monitored and implemented with fidelity.	6/3/2016 monthly
G7.B2.S1.MA1	The effectiveness of the implementation of this strategy will be evident in the reduced number of ODRs (Office Discipline Referrals) generated each month and an overall decrease in ODRs when comparing last school year's data to the 2015-2016 school year.	Maiorana, Michele	8/18/2015	The evidence demonstrating the effectiveness and fidelity of implementation of this strategy will be through the Documented Low-level Incident Reports used and the reduced number of ODRs received.	6/3/2016 monthly
G7.B2.S1.MA1	Staff PD transcripts, including CPI certification documentation, utilization of the 3-step Documented Low-level	Maiorana, Michele	8/18/2015	The success of this strategy will be evident in the decrease of Office Disciplinary Referrals when	6/3/2016 monthly

Pinellas - 0391 - Blanton Elementary School - 2015-16 SIP
Blanton Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Incident Report forms with notations in FOCUS of reported Incidents, and generated behavioral reports that indicate frequency of location and referring staff member.			comparing the 2015-2016 school year to the 2014-2015 school year. This will be monitored monthly and shared with all stakeholders through PLCs and SAC meetings, to ensure the fidelity of the implementation of this strategy.	
G8.MA1	The final collected count of parents in attendance of the evening events will determine if progress toward the goal is satisfactory. Comparisons of data from day and evening events will provide information whether the selected barrier was accurate and if increased attendance occurs. It would be reasonable to expect an even greater result with more evening events for parents.	Maiorana, Michele	8/24/2015	An increase of parent attendance as set by the goal will be evidence for completion of monitoring for progress toward the goal.	6/3/2016 every-2-months
G8.B1.S1.MA1	A count of each parent in attendance will transpire from the signature sheet that will be collected from the evening event. Copies of all communications of parent notification will be maintained to show that parents were aware of the event to occur. Poor or questionable implementation will not provide the desired affect and in the event this was to occur we will document more efficiently the parent involvement of the evening events ahead.	Maiorana, Michele	8/24/2015	Evidence of completion will occur with parent notification, the event, parent signatures on the sign in sheets and collection of the data measuring the attendance of parents at the event.	6/3/2016 every-2-months
G8.B1.S1.MA1	Administrators will provide an introduction to the Title I meeting which will be held in the evening and fully discuss information regarding Title I and Blanton through a PowerPoint presentation that will be televised in each classroom. Additionally, each teacher will be required to turn in the signature and/or sign-in sheets of the parents in attendance.	Maiorana, Michele	8/24/2015	Evidence that will be collected to demonstrate the action plan for the strategy was monitored and whether it is being implemented with fidelity will occur through a checklist of all teachers and the recording of the submission of the sign-in sheet for the event.	6/3/2016 every-2-months
G9.MA1	The criteria that will be used for monitoring the progress toward the goal will be the increased student achievement on Pinellas County Schools' Writing assessments administered during assessment period two and the increased level of performance on monthly writing probes.	Maggio, Cheryl Ann	8/24/2015	Evidence of completion of monitoring activities will occur when journals have been reviewed and data compiled and analyzed from the monthly writing rubrics which will be supported by an increased writing score for the student on Pinellas County Schools Writing Assessment for assessment period 2.	6/3/2016 every-6-weeks
G9.B1.S1.MA1	The data to be collected will be based on the writings and rubrics generated by students to measure the successful progression towards the set goal. Poor Implementation will result in the lack of response journals and monthly probes to provide students with opportunities to increase the writing time. If needed, response journals are provided and classroom support will be given, if needed.	Carson, Shirley	8/24/2015	Evidence of completion of monitoring activities will be completed response journals and monthly writings of each student. An expectation if the strategy is working is an increased level of writing by students.	6/3/2016 monthly
G9.B1.S1.MA1	Response Journals and monthly probes with their completed rubrics	Carson, Shirley	9/1/2015	Response journals and monthly probes administered with completed	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	will be reviewed monthly to determine the effectiveness of the modeled instruction and increased writing opportunities.			rubrics will be collected monthly to monitor for fidelity of implementation evidence of completion.	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Blanton Elementary will work toward Bronze Level recognition with the Alliance for a Healthier Generation.

G1.B1 A barrier that Blanton Elementary might experience in achieving the goal would be the difficulty in finding time during the school day to implement recess for 20 minutes each day.

G1.B1.S1 Resources are contacts at other elementary schools in the district that have successfully implemented Recess into the school day. The Healthy Schools Team Members will meet with individuals from these schools to brainstorm ideas to implement recess into Blanton's schedule.

PD Opportunity 1

The Wellness Champ (Facilitator/Developer) and the Wellness Team will contact other schools who are successfully implementing recess to determine what plan of action we can utilize to incorporate recess into the school day.

Facilitator

Wendy Seslowsky

Participants

Wellness Committee and Blanton staff

Schedule

Quarterly, from 8/24/2015 to 6/1/2016

G2. Blanton Elementary will increase Reading scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in English Language Arts (ELA).

G2.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G2.B1.S1 Researched based reading interventions will be implemented to increase the student's knowledge level to an appropriate grade level proficiency.

PD Opportunity 1

Researched based reading interventions will be provided during a designated period of time (60 minutes) by trained individuals in the program implemented. In Kindergarten, the Nemours Program, Grades 1-3, the Leveled Literacy Intervention (LLI) Program and in grades 4-5, Repeated Readings will be a possible intervention. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by District representative on the use of each program implemented.

Facilitator

Pinellas County Schools Staff Developers/Embedded Reading Coach/Curriculum Specialist/MTSS Coach

Participants

any and all staff members implenting the intervention.

Schedule

Daily, from 8/24/2015 to 6/3/2016

G3. Blanton Elementary will increase Mathematic scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in Mathematics.

G3.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G3.B1.S1 Researched based mathematic interventions will be put in place to increase the student's knowledge level to the appropriate grade level proficiency.

PD Opportunity 1

A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. Programs to be used will be the Harcourt Go Math - Soar to Success, Intervention Strategies Program and the Intensive Intervention Strategies Program.

Facilitator

Jeanne Sterner, Embedded District Math Coach and the MTSS Coach

Participants

Instructional Staff

Schedule

Weekly, from 8/24/2015 to 6/3/2016

G3.B4 A barrier that could prevent Blanton Elementary students from achieving their goal is insufficient instructional time during the school day.

G3.B4.S1 A designated time will be implemented in Blanton's Master Schedule to implement an intervention to remediate any deficit area in Mathematics indicated by student data. Also, Blanton Elementary extends the school day to provide iReady time in math, an additional core support.

PD Opportunity 1

A designated time period will be built into Blanton's Master Schedule to allow for appropriate student interventions in Mathematics. Individuals implementing the intervention programs through Harcourt's Go Math will be provided with training on each implemented program.

Facilitator

Dr. Jean Sterner, Embedded PCS District Math Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G4. Blanton Elementary will increase Science scores to 75% of students achieving a proficiency level of 3 and above on the 2016 Florida Comprehensive Assessment Test (FCAT) 2.0.

G4.B1 A barrier that could prevent Blanton Elementary from achieving their goal is students entering their assigned grade level non-proficient in Science. The lack of proficiency may be associated with students not having retained previously learned instruction.

G4.B1.S1 Research based interventions will be implemented to increase the student's knowledge level to the appropriate grade level.

PD Opportunity 1

The first Pinellas County School Science Assessment will measure previously taught science material that should have been retained. As a result of this assessment, teachers will be able to develop lessons to remediate areas of deficiency, providing hands-on learning experiences through Blanton's Science lab. Progress monitoring will determine if a student has relearned and retained information taught and necessary for proficiency at grade level.

Facilitator

Embedded "Just in Time" Science Coach, MTSS Coach and Administration

Participants

All Kindergarten through 5th grade instructional staff.

Schedule

Every 6 Weeks, from 8/24/2015 to 6/3/2016

G5. Blanton Elementary School will close the achievement gap between Black and Non-Black students to meet or exceed 75% proficiency as measured by the 2016 Florida Standards Assessment (FSA) ELA / Reading Assessment.

G5.B1 A barrier that could prevent Blanton Elementary from closing the achievement between Black and non-black students to meet the Reading AMO 2016 target is students entering a current grade level below the appropriate proficiency level.

G5.B1.S1 Researched based interventions for Reading will be put in place to increase the student's knowledge level to an appropriate grade level proficiency. The intervention implemented will be based on the demonstrated needs of the students. Interventions that are used are Jan Richardson's Guided Reading Routine, Repeated Readings, Leveled Literacy Intervention Program (LLI) and Nemours.

PD Opportunity 1

Researched based reading interventions will be provided during a designated period of time (60 minutes) by trained individuals in the program implemented. In Kindergarten, the Nemours Program, Grades 1-3, the Leveled Literacy Intervention (LLI) Program and in grades 4-5, Repeated Readings will be a possible intervention. Grades K-5 will also implement the I-Station program as an intervention. Individuals implementing the prescribed intervention will be trained by District representative on the use of each program implemented. A researched based intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. In Kindergarten, the intervention program will be Nemours. In Grades 1-3, the Leveled Literacy Intervention Program and in Grades 4-5, Repeated Reading Programs. In addition to those already listed, I-Station will be utilized as an intervention Program and Jan Richardson's Guided Reading Routine will be used. Training by the embedded Reading Coach, the MTSS Coach and Administration will ensure that all individuals implementing interventions will be trained and updated monthly.

Facilitator

Embedded Literacy Coach, MTSS Coach and Administration

Participants

All K-5 Instructional staff and interventionists provided through Title I support.

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G5.B2 A barrier that could prevent Blanton Elementary students from achieving their goal is frequent absences and tardies of a student causing them to lose learning time.

G5.B2.S1 The Child Study Team will closely monitor student absences and tardies to increase learning time. In the event of absences or tardies occurring that are negatively impacting the student's learning, Pinellas County Schools' Policies will be followed to take the appropriate action to reduce and or eliminate the absences and or tardies.

PD Opportunity 1

The Data Management Technician will monitor that attendance is taken daily by each Classroom Teacher, as well as any occurring tardies and times noted by Blanton Elementary School's front office staff. The Social Worker will monitor that steps are followed according to Pinellas County Schools for proper notification to Parents/Guardians of issues relating to absences and tardies. The Principal will oversee the procedure to follow Pinellas County Schools' policies and procedures regarding attendance and tardies are followed. Proactively the Principal and Social Worker will meet with parents / guardians to address the issue and to query whether the school can be of assistance in alleviating the cause of the attendance / tardy issue.

Facilitator

Pinellas County Schools, Social Worker, Administration

Participants

All instructional staff

Schedule

Biweekly, from 9/4/2015 to 6/3/2016

G5.B3 A barrier that could prevent Blanton Elementary students from closing the achievement gap between Black and Non-Black students is a need for social skill lessons in our primary grades and teacher training on proactive and positive behavior management.

G5.B3.S1 Implementation of AVID goal setting and self-tracking of data will support teachers and students with proactive and positive behavior management. During the first six weeks of school, social skill lessons will be provided to all kindergarten and first grade students by our Guidance Counselor to support the decrease of referrals written for our Black population of students versus our Non-Black population. Additionally, the implementation of a low level Behavior Incident Report Form will assist teachers in properly identifying behaviors, as well as their level of intensity.

PD Opportunity 1

AVID goal setting and self tracking of data training will be provided to all teachers. Additionally, Olweus Bullying Prevention Training will be provided along with CPI training to support teachers in properly identifying behavior types and de-escalation of elevated inappropriate behaviors.

Facilitator

CPI Trainer, AVID Team, Administration, Guidance Counselor

Participants

Blanton Elementary School Staff

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G6. Blanton Elementary School will close the achievement gap between Black and Non-Black students to meet or exceed 75% proficiency as measured by the 2016 Florida Standards Assessment (FSA) for Mathematics.

G6.B1 A barrier that could prevent Blanton Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G6.B1.S1 Researched based mathematic interventions will be put in place to increase the student's knowledge level to the appropriate grade level proficiency.

PD Opportunity 1

A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments. Math Interventions to be implemented will be Harcourt's Soar to Success and Harcourt's Go Math Intensive Intervention Programs. Additionally, ST Math and VMath Live will be used as additional interventions with all individuals implementing interventions receiving training on the use of programs with students.

Facilitator

Embedded Math Coach, MTSS Coach and Administration

Participants

ALI K-5 instructional staff implementing interventions.

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G7. Blanton Elementary School will reduce the number and percent of discipline incidents for each student subgroup by 10%.

G7.B1 A barrier that might be faced by Blanton Elementary in achieving its reductions of discipline incidents could be a lack of student social skills, particularly by our youngest students, and a lack of high levels of engagement by most students.

G7.B1.S1 Students with limited social skills and that are not actively engaged in a school activity can frequently result in discipline incidents both in and out of the classroom. Students will be taught appropriate social skills and be actively engaged in all activities to reduce the number of discipline incidents.

PD Opportunity 1

All instructional staff will differentiate instruction to accommodate each student's learning style to fully engage the student in curriculum activities. Lesson plans will detail the differentiation of instructional activities prior to implementation of lessons. Students in Kindergarten and Grade 1 will receive intensive social skills training by our School Guidance Counselor over the first 6 weeks of school. With a focus on the "high yield" strategies outlined in the protocols of the Marzano Framework, teachers will implement research-based strategies to increase student engagement across all grade levels and subgroups. Teachers will also consistently, across all grade levels, implement the CHAMPS aligned "Clip It" system and the proactive, motivational use of Class DoJo with fidelity, to increase the ratio of positive reinforcement of expectations to negative interactions with a minimum of 5:1 times. Training and mentoring of staff members will occur for all individuals on the utilization and implementation of these PBS (Positive Behavior System) programs/strategies with fidelity across all classrooms. In doing so, student motivation and accountability for choices made, overall student engagement, and partnership with parents through on going communication will increase.

Facilitator

Michele Maiorana, Assistant Principal

Participants

All instructional staff

Schedule

Monthly, from 8/13/2015 to 6/3/2016

G7.B2 Another barrier that may contribute to the high number of referrals generated by teachers is a lack of understanding of what constitutes a high level behavioral incident that results in an Office Disciplinary Referral.

G7.B2.S1 Staff will receive training on what constitutes the serious nature of an Office Disciplinary Referral versus a documented, low level behavioral incident that requires some form of intervention. Instructional staff will implement a variety of strategies that reinforce student accountability for choices made, including the AVID Success strategies, the Olweus Bully Prevention strategies, and CPI 1 strategies for identifying and proactively de-escalating potentially serious behaviors. Lastly, all staff members will be introduced to a new form for documenting low level behavioral incidents that occur across all areas of the campus, including the Cafeteria and on the bus.

PD Opportunity 1

Staff members will be selected as site-based AVID and Olweus Bully Prevention facilitators and be provided with the appropriate training for their defined roles. These teams, in conjunction with the Administrative team, will provide training and grade level support to all staff, which will be on going. Additionally, CPI training will be provided to all staff at the start of the 2015-2016 school year. Lastly, the Administrative Team will work hand-in-hand with members of the SBLT to develop a Documented Low-level Discipline Report that follows the PBS/Rtl (Positive Behavior System/Response to Intervention) research-based resources available on the PBS (Positive Behavior System) website, while better aligning to the verbiage utilized in PBIPs (Positive Behavior Incentive Plan) and FBAs (Functional Behavior Assessments).

Facilitator

Michele Maiorana, AP, Hieu Nguyen, Pro Ed Facilitator and AVID, Olweus Bully Prevention Team, and CPI trained facilitators.

Participants

All staff members

Schedule

Biweekly, from 8/18/2015 to 6/3/2016

G8. Blanton Elementary School will increase parent involvement by 10% representing 50% of our parent population.

G8.B1 Blanton Elementary's parents have difficulty in attending school events during the daytime because of their employment.

G8.B1.S1 A strategy that could reduce the difficulty that Blanton Elementary School's parents experience in attending daytime school events is to hold more evening events to increase parent involvement. Our annual PTA meeting times will be moved to 4:30 PM and SAC meeting times will be alternated monthly between 8:00 AM (student arrival time) and 2:15 PM (student dismissal time) to better accommodate family schedules. Additionally, we expanded our annual "Meet the Teacher" event to Saturday, which opened the campus for a visit by parents on a weekend day.

PD Opportunity 1

Blanton will host more evening events to include our Title I Annual Meeting and our Back to School Open House and Grade Level Information Training and Conference nights. The Title I Annual Meeting will provide parents with specific information regarding what Title I is and what it provides to their students. Full disclosure of funds received and spent will be also provided. Teachers will host the Grade Level Information Night, which will be offered to Blanton's parents to provide them an opportunity to understand the Florida Standards used to teach their children, as well as technology assistance that is provided to support instruction. Parent notification will be sent home in the Agenda Planners, Blanton Communication folders, School Newsletter, Website and Marquee. Additionally, a School Messenger notification will transpire as a means of notification advising parents of both events. The time for both SAC and PTA meetings will be changed to better accommodate family schedules, thus increasing parent involvement.

Facilitator

Michele Maiorana, Assistant Principal

Participants

Administrators and Instructional Staff

Schedule

Every 2 Months, from 8/24/2015 to 6/3/2016

G9. Blanton Elementary School will increase writing scores to 75% of students achieving a proficiency level on the 2016 Florida State Assessment (FSA) in Writing.

G9.B1 Students enter the grade level at a below level proficiency in writing. They have not had enough opportunities to write throughout the academic day.

G9.B1.S1 The strategy will be to increase the students writing time by providing more opportunities to write throughout the student's academic day.

PD Opportunity 1

Classroom teachers will provide students with writing journals that will be used in all curricular activities. Students will be taught to write a response to reading, math and science activities in addition to responding to presented prompts. Students will regularly receive feedback and instruction on their writing to improve their responses. They will be provided not only the opportunities to write, edit and rewrite, but opportunities to celebrate and share their writings. AVID strategies which align to Marzano's "high yield" strategies, will support note taking and graphic organizer use to increase student achievement.

Facilitator

AVID Team

Participants

All K-5 instructional staff

Schedule

Daily, from 8/24/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Blanton Elementary will increase Reading scores to 75% of students achieving proficiency on the 2016 Florida Standards Assessment (FSA) in English Language Arts (ELA).

G2.B5 A barrier that could prevent Blanton Elementary students from achieving their goal is the lack of available time in the school day to provide sufficient remediation for a student's area of deficit.

G2.B5.S1 The school day will be increased and after school tutoring will be offered to provide additional time to implement interventions to remediate a student's area of deficit.

PD Opportunity 1

The school day will be increased by 60 minutes daily to provide additional instruction time to students showing a need for remediation and/or acceleration in reading. Additionally, after school tutoring will be offered to all students to enhance and support their learning in reading.

Facilitator

MTSS Coach/Reading Coach/District Reading Coaches

Participants

All Grade K-5 Instructional staff

Schedule

Daily, from 8/24/2015 to 6/7/2016

Budget